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This document describes two third- and ninth-grade experimental centers which were established to develop language competence and academic motivation in disadvantaged students in Hartford. Evaluation of the ninth-grade "Higher Horizons 100" center is presented. Composed of six staff members, the center provided intensive small-group instruction to approximately 100 students. Instruction was aimed at the problems of the inner-city student and included emphasis on reading, language and speech skills, adjustment problems, and cultural opportunities. Each of these areas was integrated into the total "Higher Horizons 100" program and evaluated by formal and informal assessments. Findings show no significant changes in IQ. scores during the first year. However, there was significant improvement in reading achievement scores, writing skills, and general achievement test scores, but no significant changes were found in school attitudes or in attendance patterns. The inclusion of cultural activities was a successful innovation. (NH)

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PROJECT 64-1

INTENSIVE LANGUAGE INSTRUCTION, EXPERIENTIAL DEVELOPMENT AND GUIDANCE REPORT
(Hartford SADC Project IIB)

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EVALUATION 1965-1966

UD 005 456

HARTFORD BOARD OF EDUCATION
RESEARCH AND PUBLICATION DEPARTMENT
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PROJECT 64-1

INTENSIVE LANGUAGE INSTRUCTION, EXPERIENTIAL DEVELOPMENT, AND GUIDANCE PROJECT

(Hartford SADC Project IIB)

DESCRIPTION:

Two experimental centers have been established to demonstrate the effect of compensatory services upon disadvantaged pupils possessing reasonable academic potential but deficient in language skills. The centers provide intensive language instruction, cultural enrichment, and guidance services.

A third grade center is located at the Brackett-Northeast School, while the ninth grade "Higher Horizons 100" program is at Hartford Public High School. Each center contains approximately 100 pupils and includes the services of a full-time guidance counselor in addition to grade and subject matter specialists.

OBJECTIVES:

This experimental demonstration project is designed:

a. To develop an atmosphere of experimentation, change, and development to meet more successfully the particular learning problems of this type of pupil.

b. To assist this type of pupil in adjusting to the regular school pattern and to such modifications in that pattern as may take place in the future.

c. To remedy learning deficiencies, particularly deficiencies in reading and speech.

d. To expand the experiential background of pupils of this type beyond the level attainable in their home and neighborhood environments.

e. To develop in these pupils an understanding of the importance of education.

f. To develop in these pupils an improved self-concept as well as higher educational, vocational, and life goals.

PROCEDURE:

Both the elementary and high school centers were established under the Economic Opportunity Act and were transferred to the State Act for Disadvantaged Children on October 1, 1965. Each center was designed to develop language competencies and academic motivation using techniques appropriate to the grade level served.

The third grade center was to be staffed by a guidance counselor, a language arts teacher, and four classroom teachers with strong interests in the teaching of reading. The plan was to place approximately 100 pupils selected from six third-grade classrooms into four homogeneous groups of twenty-five. Each child would receive two hours of intensive language instruction four mornings per week, with instruction broken into half-hour blocks. The blocks would include phonics, spelling, composition and language, and basal reading. The four classroom teachers would move from room to room and would teach the same language specialty each day, exchanging specialties at the end of each eight-week period.

The language arts teacher would act as a consultant, working with and testing individual and small groups of pupils. Thus the actual team instruction would approximate five teachers to four classes.

A full-time guidance counselor would:

> "...administer an intensive testing program, consult frequently with pupils in an effort to keep their motivation at a high level, make it possible for them to attend cultural programs and visit colleges, introduce them to leaders of their own ethnic groups, and use every means to create in them a sense of self-respect. He would call upon special staff to work with him as needed."[1]

The actual operation of the project differed in some respects from the original plan. Homeroom placement was modified only to the extent that children with high and low extremes in ability were not grouped together. Language arts instruction, however, was based on homogeneous classes, and this required children to regroup and move immediately following the homeroom period.

A number of problem areas developed. Class changes for teachers were both time and energy consuming. Movement seemed to eliminate stability and the tendency for pupils to identify with either a particular group or a teacher. This resulted in disciplinary problems which occurred most frequently in homeroom situations.

The testing and tutorial services of the language arts teacher were used to such an extent that she had limited time for classroom teaching. Thus the concept of small group instruction on the basis of twenty children to one teacher was increased to twenty-five to one.

In December the program was revamped on the basis of team experience. Children were kept in homeroom situations for all four phases of language arts instruction. The language arts teacher was replaced by a

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[1] Application for Funds: State Aid for Disadvantaged Children, (Hartford Public Schools, September, 1965), p. 14-15.

special teacher of reading. Guidance and cultural components, however, continued as planned.

The ninth grade center team consisted of a guidance counselor, an English teacher, a social studies teacher, a science teacher, and two specialists in language skill correction. Leadership was furnished to the team by a high school vice principal.

The project was organized on a daily six-period schedule. The last period each day was used for team planning and student conferences. In another period the students were scheduled twice weekly for physical education and three times weekly for study. These study periods provided an additional opportunity for the guidance counselor and the language specialists to work with students individually or in small groups.

The remaining time was used for English, civics, general science, and an elective, with the speech and reading specialists sharing one period on alternate days of the week. Flexibility was stressed, and the team had the freedom to rearrange their schedules when necessary through the office of the vice principal. This was often done to facilitate field trips, speakers, and group presentations.

An integral part of the project was the guidance counselor. He was expected:

> "...to strive continuously to motivate the students to perform well academically, to develop leadership qualities, and to establish for themselves realistic vocational goals."[1]

His assignment included responsibility for arranging the use of community resources and facilities.

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[1] Ibid., p. 15.

Although the Higher Horizons 100 project closely followed stated guidelines in the proposal[1], some problems were encountered:

a. Selection of additional students for the program was required, since many of the original nominees had moved during the summer.

b. Selected students deviated in some respects from the established criteria.[2] Criterion guidelines were flexible, and the counselor was given freedom to deviate from these when the total evidence seemed to indicate that a student could profit from inclusion in the program. This resulted in a few misplacements which had to be adjusted early in the fall.

c. Reading scores covered a wide range of achievement. Grade equivalents for the Boys ranged from a low 4.3 to 11.6, while the Girls' scores fell between 5.0 and 13.0. Of the total group, 33% were tested as reading at grade level or above, while 44% were less than two years below standard.

Reading levels obtained from the September-October administration of the Iowa Silent Reading Test, Form BM indicated the following, as shown on Table 19.

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[1] Ibid., pp. 14-17.

[2] Ibid., p. 16. (The selection criteria included: Approximately equal number of boys and girls, as well as equal numbers of whites and non-whites, would be selected. All pupils selected would be emotionally stable and have at least average mental ability. All would be achieving below the norm in reading and in other English language functions.)

TABLE 19

EXPERIMENTAL GROUP PLACEMENT ON THE IOWA SILENT READING TESTS, FORM BM

Group	N	2 Years Below Grade Level or More	Less Than 2 Years Below Grade Level	Grade Level or Above
Boys	47	66%	19%	15%
Girls	49	57%	25%	18%

d. It was not possible to organize the group on a seven-period day as was originally planned because of scheduling problems and the prevailing six-period schedule was followed.

e. The Hartford Public High School ninth graders, with the exception of non-promotees, a few special groups, and the Higher Horizons 100 group, were moved to a separate building in February, 1966. In the judgment of team teachers, this created status difficulties since the experimental group was now equated with non-promotion and failure by peer association.

f. Since the students were not in self-contained homerooms supervised by team members, a close follow-up of attendance and disciplinary problems was impractical.

g. Team members were required to supervise heterogeneous homerooms and were often unable to participate in team-sponsored activities or programs because of a lack of teacher substitutes.

h. Students were being referred to the office for minor infractions of rules by non-team teachers in accordance with discretionary school policy. Team members felt that these referrals could be eliminated by a rotating detention period. The detention would be supervised by team members and would provide further opportunity for individual help and counsel. Detentions would be corrective in nature and, unlike office referrals, would not be made a part of the student's permanent record.

Establishment of the detention over a six-week period proved so successful that:

1. Minor office referrals were virtually eliminated.
2. The detention period became unnecessary.

EVALUATION:

The evaluation of both the "Higher Horizons 100" and the Brackett-Northeast centers are contained in the pages which follow.

SECTION 1

EVALUATION OF THE

HIGHER HORIZONS 100 PROGRAM

PART 1

CHANGE IN MEASURED INTELLIGENCE FOR HIGHER HORIZONS 100 STUDENTS

Problem

One of the assumptions made in planning the H.H. 100 program was that students with reading disabilities are penalized when tested with the usual group measures of mental ability. It was felt that the application of intensive reading instruction would eventually result in higher recorded intelligence scores. This instruction would overcome the reading-oriented test obstacles which have tended to penalize less privileged socio-economic groups in the past.[1]

Design

Both the verbal and nonverbal batteries of the Lorge-Thorndike Intelligence Tests, level 4, form A, 1954 edition, were given to pupils in the H.H. 100 group. The initial administration was given in the regular eighth grade classrooms in October, 1964. Data obtained during this testing was used as one of the criteria for H.H. 100 placement.

Following one year of intensive reading instruction, the test was administered again, this time in May, 1966. Mean I.Q. scores and standard deviations were computed separately for boys and for girls, and the significance of growth was assessed using a test of mean difference at the .05 level of confidence. The following two tables display the results obtained:

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[1] J. Wayne Wrightstone et al., Evaluation of the Higher Horizons Program for Underprivileged Children (New York City: Bureau of Educational Research 1964), p. 124, citing A.S. Otis, Otis Quick-Scoring Mental Ability Tests: Manual of Directions.

TABLE 20

MEASURED VERBAL INTELLIGENCE GAINS OF HIGHER HORIZONS 100 STUDENTS
OCTOBER, 1964 - MAY, 1966

	October, 1964				May, 1966					
	N	Mean I.Q.	Range	S.D.	N	Mean I.Q.	Range	S.D.	Mean Diff.	Significance
Boys	46	92.4	70-116	10.11	41	94.7	75-119	11.17	2.3	1.009
Girls	48	96.1	74-122	11.45	44	97.6	71-120	11.64	1.5	.623

TABLE 21

MEASURED NONVERBAL INTELLIGENCE GAINS OF HIGHER HORIZONS 100 STUDENTS
OCTOBER, 1964 - MAY, 1966

	October, 1964				May, 1966					
	N	Mean I.Q.	Range	S.D.	N	Mean I.Q.	Range	S.D.	Mean Diff.	Significance
Boys	47	97.6	82-112	9.35	39	99.7	80-119	11.12	2.1	.952
Girls	48	98.9	78-135	12.43	42	100.2	72-132	11.84	1.4	.506

An inspection of the preceding tables reveals no significant gains in verbal or nonverbal measured I.Q. scores for the H.H. 100 boys or girls during the twenty-month interval between test administrations.

Conclusions and Summary

It can be concluded that one school year of intensive reading instruction did not produce any significant evidence of I.Q. gain in the students tested with the Lorge-Thorndike Intelligence Tests.

PART 2

GROWTH IN READING ACHIEVEMENT

Problem

What happens to reading disabilities when students are exposed to a small group situation in which reading and the language arts are stressed over a 40 week period of time?

Design

The purpose of this investigation was to explore the measured gains in reading shown by the H.H. 100 group. Used in the study were forms BM and AM of the Iowa Silent Reading Tests, advanced, 1943 edition. Form BM was administered to the group in the latter part of September, 1965, while post-testing was completed with form AM in June, 1966. Means, ranges, standard deviations, and a test of mean difference at the .05 level of confidence were calculated separately for the H.H. 100 boys and girls. The results of these calculations are contained in Table 22.

TABLE 22

IOWA SILENT READING TEST MEAN GRADE EQUIVALENTS
OF HIGHER HORIZONS 100 STUDENTS, SEPTEMBER, 1965 - JUNE, 1966

	Beginning of Program September, 1965				End of Program June, 1966				Mean Diff.	Significance
	N	Mean	Range	S.D.	N	Mean	Range	S.D.		
Boys	46	7.0	4.4-11.6	1.77	44	8.5	4.0-13.0	1.98	1.5	3.803
Girls	48	7.5	4.4-13.0	2.21	46	8.9	5.8-13.0	2.09	1.4	3.153

It can be seen from the preceding table that significant gains in reading achievement were made by both boys and girls following approximately 40 weeks of intensive small-group reading instruction. The significance of these gains not only exceeds the established .05 level of confidence but the .01 level as well.

Conclusions and Summary

It can be concluded that the application of 40 weeks of intensive small-group reading instruction resulted in significant reading achievement gains when the enrolled students were tested at the beginning and end of the program year with the Iowa Silent Reading Tests.

PART 3

DEVELOPMENT OF WRITING SKILLS FOR THE HIGHER HORIZONS 100 GROUP

The intensive language program not only concentrated on the mastery of reading and speech skills but on the development of writing facility as well. To determine what gains in writing were made, it was decided to test the group as follows:

The S.R.A. Writing Skills Test, grades 9-12, form A, was administered to 72 students in the H.H. 100 group in September, 1965. The same form was readministered to the students in June, 1966.

Means, standard deviations, and the T test of mean difference at the .05 level of confidence were calculated separately for boys and for girls. Results are contained in Table 23.

TABLE 23

COMPARISON OF WRITING SKILLS, SEPTEMBER, 1965 - JUNE, 1966

	Percentiles September, 1965				Percentiles June, 1966					
	N	Mean	Range	S.D.	N	Mean	Range	S.D.	Mean Diff.	Significance
Boys	36	21.4	2-55	16.06	36	43.7	1-81	22.72	22.3	4.810
Girls	37	25.4	1-82	20.52	37	53.3	1-89	26.19	27.9	5.102

From the above table it can be concluded that both boys and girls made significant gains in writing skills at the .05 level of confidence as measured by the S.R.A. Writing Skills Test.

Conclusions and Summary

Following nine months of intensive language instruction, a sample H.H. 100 group of 73 students exhibited significant gains in tested writing skills. It can be concluded that the H.H. 100 program was instrumental in providing the writing facility necessary to do well on the given test.

PART 4

HIGHER HORIZONS 100 ACHIEVEMENT TEST GAINS

Following a nine month exposure to intensified language instruction, guidance, and experiential services, it was expected that some gains in achievement would be observable on the part of H.H. 100 students. These gains could be measured using a standardized group test of achievement. Testing plans were made on the basis of two assumptions:

a. Intensive language instruction would provide many of the skills necessary for adequate test mastery. These skills to be taught would include reading, vocabulary development, study skills and phonics.

b. The guidance counselor would assist in the development of school-student rapport and would motivate each student to do his best during the testing situation.

Problem

This study measured achievement over a school year and answered the question:

"What academic gains were made during the 1965-66 school year by the H.H. 100 group, as measured by the Metropolitan Achievement Tests?"

Design

The H.H. 100 students were tested during October, 1965, and June, 1966 with the 1947 edition of the Metropolitan Achievement Tests, Advanced Battery. The fall testing was accomplished using form AMF while the post-test employed form AMS. Mean differences for each subscore were compared using the T test of significance at the .05 level of confidence.

Data was tabulated for nine of the ten Metropolitan subscores. Computations were made separately for boys and for girls. The social studies skills sub-test was not included in these tabulations since this portion of the battery was invalidated during the administration.

In the following two tables are found the spring and fall achievement test data for the H.H. 100 boys and girls.

TABLE 24

METROPOLITAN ACHIEVEMENT TEST MEAN GRADE EQUIVALENT GAINS
FOR BOYS DURING THE 1965-66 SCHOOL YEAR

Sub-test	October, 1965				June, 1966				Mean Diff.	Significance
	N	Mean	Range	S.D.	N	Mean	Range	S.D.		
Word Knowledge	48	6.6	3.6-10.0	1.98	38	7.4	4.1-10.0	1.74	.8	1.883
Reading	48	6.6	3.2-10.0	2.08	38	9.9	4.0-10.0	1.70	3.3	3.429
Spelling	48	7.5	4.9-10.0	1.51	37	8.2	5.4-10.0	1.36	.7	2.095
Language	48	6.5	3.0-10.0	1.71	38	7.3	5.3-10.0	1.52	.8	2.310
Language Study Skills	48	6.7	3.0-10.0	2.17	38	7.6	5.3-10.0	1.55	.9	1.901
Arithmetic Computation	47	7.4	5.0-10.0	1.23	41	7.8	5.0-10.0	1.36	.4	1.504
Arithmetic Problem Solving	47	7.3	4.2-10.0	1.55	41	8.0	5.2-10.0	1.39	.7	2.133
Social Studies Information	43	6.9	3.0-10.0	2.03	41	7.8	3.8-10.0	1.86	.9	2.098
Science	43	7.1	3.4-10.0	1.89	39	8.1	4.4-10.0	1.78	1.0	2.436

The preceding table indicates a significant measured gain in all areas except word knowledge, language study skills, and arithmetic computation for the boys. Gains which were not statistically significant did, however, closely approach the .05 level of confidence.

Achievement test data for the H.H. 100 girls is contained in Table 25.

TABLE 25

METROPOLITAN ACHIEVEMENT TEST MEAN GRADE EQUIVALENT GAINS
FOR GIRLS DURING THE 1965-66 SCHOOL YEAR

Sub-test	October, 1965				June, 1966				Mean Diff.	Significance
	N	Mean	Range	S.D.	N	Mean	Range	S.D.		
Word Knowledge	46	6.9	3.9-10.0	1.80	42	7.7	4.1-10.0	1.74	.8	2.144
Reading	46	6.6	3.5-10.0	1.91	42	7.4	4.0-10.0	1.70	.8	2.072
Spelling	46	8.4	4.9-10.0	1.48	42	9.0	5.4-10.0	1.36	.6	1.314
Language	51	7.8	4.6-10.0	1.50	42	8.1	5.3-10.0	1.52	.3	.946
Language Study Skills	46	7.5	4.5-10.0	1.84	42	8.4	5.3-10.0	1.55	.9	2.468
Arithmetic Computation	48	7.3	5.0-10.0	1.40	44	7.8	5.0-10.0	1.35	.5	1.739
Arithmetic Problem Solving	48	7.1	3.0-10.0	1.57	44	7.6	5.2-10.0	1.39	.5	1.614
Social Studies Information	44	6.9	3.6-10.0	20.75	44	7.6	3.8-10.0	1.86	.7	2.706
Science	44	6.9	4.2-10.0	20.84	44	7.5	4.4-10.0	1.78	.6	.190

Significant growth for the tested girls was observed in all areas except spelling, language, arithmetic computation, problem solving, and science.

A comparison of Tables 24 and 25 reveals the following:

a. Both boys and girls made significant gains in reading and in social studies information.

b. Boys made significant gains in the five areas of spelling, language, arithmetic problem solving, and science, while the girls made gains in word knowledge and in language study skills.

c. Total gains were made by boys in six tested areas and by girls in four. The greatest gains were made by the boys.

d. The area of the greatest gain for the total H.H. 100 group was in reading.

e. The only area showing no significant gain for the boys or the girls was arithmetic computation.

Conclusions

It can be concluded that significant gains in achievement were made in all areas tested except arithmetic computation.

Summary

In this study, the H.H. 100 group was tested for gains in achievement following nine months of intensive language instruction. With the exception of arithmetic computation, the boys and girls enrolled in the H.H. 100 program made gains in all achievement areas tested. These results, when supported by teacher observations, further inferred that:

a. Students had developed the skills necessary for achievement testing.

b. Students, according to the testing staff, were motivated to apply themselves during the testing sessions.

PART 5

PERSONALITY CHANGE IN HIGHER HORIZONS 100 STUDENTS

Problem

Many of the problems confronting the inner-city child can be classed under the broad heading of inadequate self-concept. The child who has never known success, accomplishment, or security faces the day-to-day problems of living with little or no encouragement to escape the bonds of deprivation. Why bother with future plans when ultimate failure is a well-known and foregone conclusion?

A major aspect of H.H. 100 was to change the future outlook for the students involved. Led by the counselor, the professional team would provide opportunities for success and for the encouragement of wider educational, vocational, and cultural goals and aspirations. These experiences would be reflected, it was believed, in an improved self-concept and in some personality modifications.

This study was expected to answer the questions:

a. "How well has the H.H. 100 student been able to adjust to the requirements of both self and society?"

b. "How do the team teachers rate this adjustment?"

Design

This study was designed in two parts: a self-evaluation and a staff assessment of personality change.

The self-evaluation required each student to take the 1953 revision of the California Test of Personality once during November, 1965, and again in May, 1966. Scores would be calculated separately for boys and for girls and would be analyzed using a test of the significance of mean difference at the .05 level of confidence. The California test was selected since:

a. It was one of the better of the group tests for measuring personality characteristics.

b. The reading level was well-suited to the group.

c. Objective answers could be machine scored.

Form BB was administered to the group in November, 1965, and Form AA in May, 1966. Unfortunately, the scoring of the post-test was not returned in time for inclusion in this report. Although the November data for both boys and girls is tabulated in the following two tables, no comparisons are available and consequently no conclusions should be drawn at this time.

TABLE 26

TABULATION OF CALIFORNIA TEST OF PERSONALITY DATA FOR BOYS, NOVEMBER, 1965

Sub-test	N	Percentile Scores		
		Mean	Range	S.D.
Personal Adjustment:				
Self-Reliance	41	46.1	1-98	28.57
Sense of Personal Worth	41	44.0	1-95	28.21
Sense of Personal Freedom	41	28.5	1-70	19.75
Feeling of Belonging	41	38.7	2-90	27.41
Withdrawing Tendencies	41	31.1	1-95	22.65
Nervous Symptoms	41	41.0	1-98	25.97
Social Adjustment:				
Social Standards	39	41.3	1-95	28.58
Social Skills	37	33.4	1-98	28.98
Antisocial Tendencies	33	24.2	1-95	24.95
Family Relations	27	30.2	5-95	22.51
School Relations	22	27.8	2-50	15.78
Community Relations	20	39.8	10-95	29.40

TABLE 27

TABULATION OF CALIFORNIA TEST OF PERSONALITY DATA FOR GIRLS, NOVEMBER, 1965

Sub-test	N	Percentile Scores		
		Mean	Range	S.D.
Personal Adjustment:				
Self-Reliance	44	44.4	2-95	26.61
Sense of Personal Worth	44	46.7	2-95	30.22
Sense of Personal Freedom	44	27.6	1-70	22.13
Feeling of Belonging	44	34.4	2-90	25.86
Withdrawing Tendencies	44	23.6	1-80	19.93
Nervous Symptoms	43	36.7	1-90	24.28
Social Adjustment:				
Social Standards	44	56.1	10-90	24.80
Social Skills	43	41.1	2-90	24.96
Antisocial Tendencies	43	31.0	1-80	22.58
Family Relations	40	36.4	1-90	27.74
School Relations	35	37.0	5-90	29.95
Community Relations	31	36.5	2-90	24.16

The second part of the study utilized a short Personality Record Card. This card was developed by the Guidance Department and was completed both in the fall of 1965, and in June, 1966 by two different professional team members. Items were assigned a weighted score, and separate totals for boys and for girls were calculated. Mean differences were compared using a test of significance at the .05 level of confidence. (A copy of the Personality Record Card is contained in Appendix 8.)

TABLE 28

COMPARISON OF PERSONALITY RATINGS,
OCTOBER, 1965 - JUNE, 1966
HIGHER HORIZONS 100 GROUP

	October, 1965				June, 1966					
	N	Mean Weighted Score	Range	S.D.	N	Mean Weighted Score	Range	S.D.	Mean Diff.	Significance
Boys	44	39.9	26-52	7.34	46	41.2	12-60	10.92	1.3	.660
Girls	49	36.1	21-52	6.54	48	34.9	17-57	9.01	-1.2	.752

The staff personality rating cards showed no significant change during the 1965-66 schcol year.

Conclusions and Summary

This study attempted to identify personality change using a self-rating personality test and a staff assessment. Both instruments were used in the fall and spring of the school year.

No conclusion could be made on the basis of the pupil test, since machine scoring of the spring form has not been completed to date. The staff assessment showed no change in the rated personality characteristics during the first H.H. 100 school year. It is felt that conclusions other than the forementioned are premature at this point.

PART 6

CHANGE IN ATTENDANCE PATTERN

Problem

This study is involved in answering the question:

"Did attendance patterns change during the conduct of the 1965-66 H.H. 100 program for the enrolled pupils?"

Design

Cumulative records were obtained for the H.H. 100 students. Since attendance figures for the elementary grades were sometimes not available, only the seventh and eighth grade figures were used. A rounded average number of days of absence were calculated for grades 7 and 8. Days of absence for grade 9 were calculated through June 1. Means, ranges, and standard deviations were computed separately for both boys and for girls. Mean differences were compared using a test of significance at the .05 level of confidence. The data obtained is shown in Table 29 which follows.

TABLE 29

COMPARISON OF AVERAGE ABSENCE OF HIGHER HORIZONS 100 STUDENTS FOR GRADES SEVEN AND EIGHT WITH NINTH GRADE

	Average Absence Grades 7 & 8				Grade 9 Absence Through June 1					
	N	Mean	Range	S.D.	N	Mean	Range	S.D.	Mean Gain	Significance
Boys	48	10.4	0-38	8.40	48	14.9	0-83	17.07	4.9	1.639
Girls	48	15.1	0-62	13.56	49	15.4	0-61	14.97	.3	.103

The preceding table, while showing a slight increase in absences in grade 9, indicates that the total figure for boys and for girls is not significantly different from grade 7 and 8 attendance figures.

Conclusions and Summary

An examination of available attendance figures from grades 7 through 9 reveals no significant difference in attendance patterns following one year of the H.H. 100 program.

PART 7

DEVELOPMENT OF SCHOOL ATTITUDES

The Pupil Self-Rating Scale was developed as a modification of an instrument used in evaluating New York City's Higher Horizons program.[1] Items were modified in cooperation with the Guidance Department, and the instrument was reworded in terms of the anticipated subject group. The scale included items pertaining to the development of a better self-concept, relationships with teachers and peers, and work and study habits. Students were asked to rate themselves--as they are now--and as they were in September.

The scale was administered to 53 students enrolled in the H.H. 100 program in May, 1966. No attempt was made to establish reliability coefficients since plans had been made to revise the survey form prior to any subsequent administrations.

The scale attempted to answer the question:

"Do students feel that they have made progress in the development of better school attitudes during the 1965-66 H.H. 100 school year?"

TABLE 30

SIGNIFICANCE OF PUPIL-RATED GAINS IN DEVELOPING BETTER SCHOOL ATTITUDES

	N	"Then"		"Now"		Mean Diff.	Significance
		Mean	S.D.	Mean	S.D.		
Boys	27	80.1	9.86	93.4	9.18	13.3	2.966
Girls	26	80.6	13.43	91.2	10.19	10.6	1.876

[1] J. Wayne Wrightstone et. al., Evaluation of the Higher Horizons Program for Underprivileged Children (New York City: Bureau of Educational Research, 1964), p. 250.

Table 30 shows that the boys feel that significant progress has been made in the development of better school attitudes. While the self-rated gain for the girls is not statistically significant, it closely approaches the .05 level of confidence limits.

Conclusions and Summary

Both boys and girls enrolled in the H.H. 100 group indicated that progress had been made in the development of better school attitudes during the 1965-66 academic year. While only the boys showed a statistically significant change, the girls' rating closely approached the specified level of confidence.

PART 8

CULTURAL ACTIVITIES IN THE HIGHER HORIZONS 100 PROGRAM

To broaden the students' cultural and aspirational horizons, it was desirable to provide exposures to a variety of experiences which were new and unique to the H.H. 100 population. Experiences including films, plays, field trips, and speakers were integrated into the academic program and were individually assessed by the teachers concerned. Many assessments were informal while others utilized tests, quizzes, and discussions. Participating teachers noted pupil response to the activities and concluded informally that responses appeared to be positive indicators of the cultural program's impact and value to the students concerned.

A tally of speakers and field trips is contained below.

FIELD TRIPS

Constitution Plaza
Channel 3, T.V. and Radio Station
Police Station
City Hall
Wadsworth Atheneum
Phoenix Insurance
Connecticut Bank & Trust
University of Connecticut
State Capitol
Supreme Court
Mark Twain Memorial
Superior Court
State Police
Art Department of Travelers
Othello, movie
Hartford Stage Company
Agony & Ecstacy, movie
Sound of Music, movie
Federal Building
Water Works
Boston - Freedom Trail
Htfd. Stage Co., 12th Night

SPEAKERS

Mr. Vasilios Kiritsis - Program on Greece
Mr. John McGill - Problem of Attendance
Mr. Kiritsis - Follow-up Program
Mr. Arthur Quimby, Counselor, Prince Technical School
Mr. James Bent, President, Chamber of Commerce
Dr. Norman Chaucer, Director, Hartford Board of Health
Mr. Alfred Rogers, Board of Education
Mr. Thomas Kerrigan, State Senator
Mayor George Kinsella
Marietta Cantsy, Drama
Ella Brown, Policewoman
Governor John Dempsey - at State Capitol
State Treas. Gerald Lamb - at State Capitol
Judge Anthony Armentano - at Superior Court
Major Leslie Williams, State Police
Mr. William Dickson - Art Lecture
Mr. Charles Perry, Orientation for Boston

Some indication of the impact on H.H. 100 students of planned cultural activities can be concluded by the following figures obtained from a questionnaire which was distributed to the parents of the H.H. 100 students. (A copy of the form is contained in Appendix 8.)

TABLE 31

EFFECTS OF A CULTURAL PROGRAM AS RATED BY 30 PARENTS, MAY, 1966

Question	Percentage of Responses		
	No	Some	Frequently
Has your pupil talked to you about the special trips or programs?	0%	33%	66%
Did your pupil seem interested in these experiences?	0%	57%	43%
Do you think your pupil learned new things during these trips and programs?	0%	70%	30%
Has your pupil asked to return to any of the places which were visited?	23%	63%	13%
Would you be interested in going with him?	10%	63%	23%
Do you plan to take any of the same trips with your son or daughter?	37%	50%	13%
Trips and programs require the use of class time. Do you feel that this use of class time is worthwhile?	7%	60%	33%
Do you approve of the kinds of trips and programs which were provided by the school?	0%	57%	43%
Have the trips and programs helped your pupil to become more interested in school?	3%	70%	27%

It can be concluded that the responding parents felt the inclusion of cultural activities was a worthwhile addition to the H.H. 100 program.

Conclusions and Summary

Field trips, speakers, movies, plays, and other activities were integrated into the H.H. 100 program in an attempt to broaden the cultural horizons of the pupils. Assessments made informally by parents and teachers indicated that these activities were a worthwhile part of the total program.

HIGHER HORIZONS 100 SUMMARY AND CONCLUSIONS:

A ninth-grade center, termed the Higher Horizons 100 Project, was established at Hartford Public High School in September, 1965. The center, composed of six staff members, provided intensive small-group instruction to a group of approximately 100 disadvantaged pupils during the 1965-66 school year. Instruction was aimed at the problems of the inner-city student, and included an emphasis on reading, language and speech skills, adjustment problems, and cultural opportunities. Each of these areas was integrated into the total H.H. 100 program and was evaluated by formal and informal assessments.

Among the findings of the evaluation covering the first year of operation were the following:

a. Some adjustments are required in the selection and organization of pupils for subsequent program years.

b. Preliminary investigation did not reveal any significant changes in measured I.Q. scores during the first year of the H.H. 100 operation.

c. The impact of intensive reading instruction was evident in a significant improvement in reading achievement scores when students were tested in June, 1966.

d. Significant gains were made in writing skills during the 40 week program period.

e. Achievement test scores generally improved by the end of the school year.

f. The investigation of personality, while incomplete at this date, showed no significant changes in attitudes toward school.

g. There was no appreciable change in attendance patterns for the H.H. 100 group.

h. The integration of cultural activities into the total program was deemed a successful innovation.

It can be concluded that the first year of operation for Higher Horizons 100 was relatively successful in terms of the stated program objectives.